

FORT MILL MIDDLE

200 Springfield Parkway
Fort Mill, South Carolina 29715

GRADES 6-8 Middle School

ENROLLMENT 671 Students

PRINCIPAL Eddie Haughey 803-547-5553

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

3

Good

9

Average

1

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

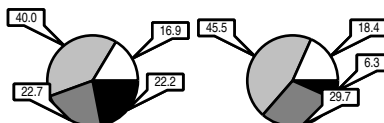
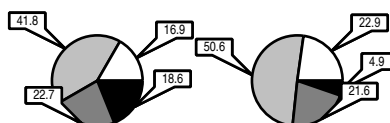
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	211	75
Percent satisfied with learning environment	89.3%	76.8%	94.6%
Percent satisfied with social and physical environment	96.6%	82.0%	78.7%
Percent satisfied with home-school relations	79.3%	86.0%	90.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	675	99.6	22.9	50.6	21.6	4.9	26.5	17.6
Gender								
Male	365	99.5	26.9	51.2	19.0	2.9	21.9	17.6
Female	310	99.7	18.2	49.8	24.7	7.2	32.0	17.6
Racial/Ethnic Group								
White	550	99.6	18.0	52.0	24.3	5.7	30.0	17.6
African-American	97	100.0	49.4	41.2	8.2	1.2	9.4	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	94.4	60.0	33.3	6.7	N/A	6.7	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	603	100.0	18.1	52.6	23.8	5.5	29.2	17.6
Disabled	72	95.8	64.6	32.3	3.1	N/A	3.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	675	99.6	22.9	50.6	21.6	4.9	26.5	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	667	99.6	22.2	51.0	21.9	5.0	26.8	17.6
Socio-Economic Status								
Subsidized meals	168	99.4	44.6	44.6	10.1	0.7	10.8	17.6
Full-pay meals	507	99.6	16.3	52.4	25.2	6.2	31.3	17.6

Mathematics								
All students	675	100.0	16.9	41.8	22.7	18.6	41.3	15.5
Gender								
Male	365	100.0	17.8	36.2	24.8	21.3	46.1	15.5
Female	310	100.0	15.8	48.5	20.3	15.5	35.7	15.5
Racial/Ethnic Group								
White	550	100.0	10.9	42.3	25.4	21.4	46.8	15.5
African-American	97	100.0	47.1	43.5	7.1	2.4	9.4	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	50.0	37.5	12.5	N/A	12.5	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	603	100.0	13.4	41.5	24.6	20.4	45.1	15.5
Disabled	72	100.0	47.0	43.9	6.1	3.0	9.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	675	100.0	16.9	41.8	22.7	18.6	41.3	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	667	100.0	16.4	41.8	23.0	18.8	41.8	15.5
Socio-Economic Status								
Subsidized meals	168	100.0	35.6	49.0	12.1	3.4	15.4	15.5
Full-pay meals	507	100.0	11.1	39.6	26.0	23.3	49.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	N/A	18.1	42.0	30.3	9.6	39.9
	Grade 7	215	N/A	14.2	49.3	32.2	4.3	36.5
	Grade 8	195	N/A	23.7	42.3	29.9	4.1	34.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	231	99.1	24.1	42.1	26.9	6.9	33.8
	Grade 7	209	100.0	23.2	54.1	19.6	3.1	22.7
	Grade 8	235	99.6	21.5	55.6	18.4	4.5	22.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	N/A	22.9	34.0	21.8	21.3	43.1
	Grade 7	215	N/A	22.7	28.9	24.2	24.2	48.3
	Grade 8	195	N/A	19.1	45.4	18.6	17.0	35.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	231	100.0	13.8	31.8	27.2	27.2	54.4
	Grade 7	209	100.0	17.5	42.8	18.0	21.6	39.7
	Grade 8	235	100.0	19.3	50.7	22.4	7.6	30.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 671)				
Students enrolled in high school credit courses (grades 7 & 8)	33.3%	Up from 20.8%	31.8%	14.4%
Retention rate	0.9%	Down from 2.0%	1.8%	2.3%
Attendance rate	96.4%	Down from 98.4%	96.5%	95.2%
Eligible for gifted and talented	32.1%	Up from 30.0%	26.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.5%	Down from 11.6%	11.2%	14.1%
Older than usual for grade	1.3%	Up from 1.0%	2.3%	4.9%
Suspended or expelled	1.0%	Up from 0.2%	0.8%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	47.8%	Up from 47.6%	53.4%	47.1%
Continuing contract teachers	89.1%	Down from 97.6%	84.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.4%	Up from 90.9%	88.8%	84.3%
Teacher attendance rate	94.3%	Up from 93.6%	96.3%	95.0%
Average teacher salary	\$41,339	Up 1.1%	\$41,579	\$39,924
Prof. development days/teacher	20.5 days	Up from 17.0 days	10.1 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	7.0	3.0
Student-teacher ratio	18.0 to 1	Down from 22.3 to 1	24.5 to 1	21.0 to 1
Prime instructional time	88.6%	Down from 89.9%	92.1%	88.9%
Dollars spent per pupil*	\$5,845	Up 3.9%	\$5,345	\$5,854
Percent spent on teacher salaries*	65.6%	Up from 63.8%	63.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Up from 78.6%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Fort Mill Middle School is to educate our adolescents to become responsible citizens in a global society and to provide a successful transition between their elementary and secondary years. Despite challenges such as a 9.3% increase in student population and statewide budget cuts during the past year, our students continue to show improvement.

Here are some of the steps we have taken and the academic accomplishment that resulted from these changes. We added the following teachers: Computer Science; Physical Education/Health; and 8th grade English/Social Studies. 32% of all students participated in the Gifted and Talented program. 144 students were Junior Beta Club members, 30 students were recognized as Junior Scholars, and 14 hours of tutorial programs were provided each week for students in need of this service.

As always, students were encouraged to take part in after-school activities. We experienced a participation growth in our athletic, band and choral groups, participated and received awards in regional science fair with two students chosen for the Discovery Fair in Washington, D.C., and expanded our 7th and 8th grade academic teams. Our Stock Market Simulation Team, competing against high schools and middle schools, were named State Champions.

Service Learning is also an important part of our curriculum. Students were involved in Jump Rope for Heart, Pennies for Patients, St. Jude's Research Hospital Math-a-thon, Special Olympics, Operation Shoebox for the Armed Forces, and a canned food drive for a community care center. We were honored with receiving a banner identifying us as a "Grade A School" by the county litter task force, illustrating the pride our students and staff take in keeping our school grounds beautiful.

Our parental support through our PTO remains strong and included successful fundraising programs, sponsorship of our VIP (Very Important People) volunteer program, and the highly successful Good Deeds program, which rewards students who perform a good deed for someone else.

In keeping with our mission statement, we improved our weekly schoolwide character/mentoring program. STING (Students and Teachers Inspiring, Nurturing and Growing) provides every student an adult mentor who serves as a counselor and confidant. HOOPS (Handbook Optimally Organized to Prepare Students) was instituted to help our students improve their organizational and study skills. This dynamic program rewards students for developing these important skills. We continue as a South Carolina Red Carpet School, identifying us as a leader in providing a family-friendly atmosphere and illustrating service-driven ethics. Student safety is of the utmost importance; we have updated our school safety plan to reflect current national threats. Six teachers have received their National Board Certification and others are currently applying for this certification.

Eddie Haughey, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.